

McGill reporter

Senate to urge CEGEPs review

by A. Domingo

At its special meeting held yesterday to consider the five remaining motions on Quebec education, Senate, after protracted debate and discussion of four motions, passed two of them, rejected one, and toward the end of the meeting, lacking a quorum, tabled a replacement motion.

On the positive side, Senate took the following action:

- Passed a motion stating that Senate "shares many of the concerns ...about the difficulties and uncertainties being experienced by CEGEP students, e.g. on questions such as polyvalence, curriculum flexibility, compulsory attendance, premature specialization, and an effective student voice in formulating policies."

This motion also "expresses the hope that both the Government and the Direction of CEGEP institutions will provide means and develop modalities that will enable CEGEPs to function in accordance with the Parent Report" and "specifically expresses its belief that the present 90 percent class attendance rule is harmful and should be rescinded."

- Passed a resolution which "requests the Principal to communicate the above to the Ministry of Education, and requests its representatives on all committees of the Department of Education, such as the Comité Mixte, to support the above policies where appropriate."

On the negative side, Senate rejected one motion:

- This would have urged the Government and the Board of Directors of the CEGEPs "not to adopt repressive measures against student union leaders and others."

- Finally, Senate tabled a motion, because of the lack of a quorum, dealing with "the right of Quebec residents to a full education in either of the two main languages and in the duty of Quebec educators to provide all the opportunity to learn thoroughly the other language and appreciate the other culture."

The rejected motion was amended and presented by Mr. Hajaly and seconded by Mr. Caron. Several members of the Senate questioned the competence of the McGill Senate to discuss alleged repressive actions of the CEGEP institutions, and to make recommendations to the Government of the CEGEP administration as to how these institutions should be run. More information and facts were required for a detailed study to be made. Some Senate members felt it was inappropriate and not urgent, since events had overtaken the need of this motion. It was felt it would be more

worthwhile to discuss McGill problems and business, rather than for Senate to spend its time discussing CEGEPs' problems which were of no concern to Senate. A suggestion was made that the Students' Society might take up this matter directly with the Government or the CEGEP administration.

The Student Senators reported specific instances of repression and unfair discrimination practiced against student union leaders and members of the student body in some of the CEGEP institutions. The information presented was factual and reliable. These student problems were urgent. The motion did not attempt to judge the systems of CEGEP institutions, but merely discussed the principle of their action.

Principal Robertson, giving up the Chair to participate in the discussion, referred to his statement of 26 February, about the Senate taking a position on political issues. "The Senate would only do so on a rare event after doing a full study. Such studies take a long time and a lot of work. If we do take a position on the basis of press reports and rumors, the position and prestige of the Senate would be discredited. I am completely against passing this resolution," he concluded.

The debate continued, and when the vote was finally taken, the motion was defeated by 18 to 12 votes.

The next motion taken up for consideration was presented by Mr. Hajaly and seconded by Mr. Hyman. The motion read:

"Urges the Government of the CEGEPs to implement the principle of democratization of education, and attempt to carry out the educational reforms proposed by the students."

Some members of the Senate felt that the resolution was too broad, and should be re-worded to be more specific. Other members of the Senate argued that again sufficient information on the CEGEPs' curriculum was lacking, and the passing of this resolution might be considered as interference and intervention on the part of the McGill Senate in CEGEP affairs. Dr. Robertson reminded the Senate that the CEGEP system of education had been previously discussed by the Senate at its meeting on 18 October 1968, and in the resolutions that were passed, note had been taken that all was not well with the education provided by CEGEP institutions. Vice-Principal Oliver suggested that a resolution should be drafted that would single out those particular aspects of CEGEP education that need to be commented on, and this would show that the Senate has thought out the edu-

(Continued on Page 4)

Gray arbitration agreement reached

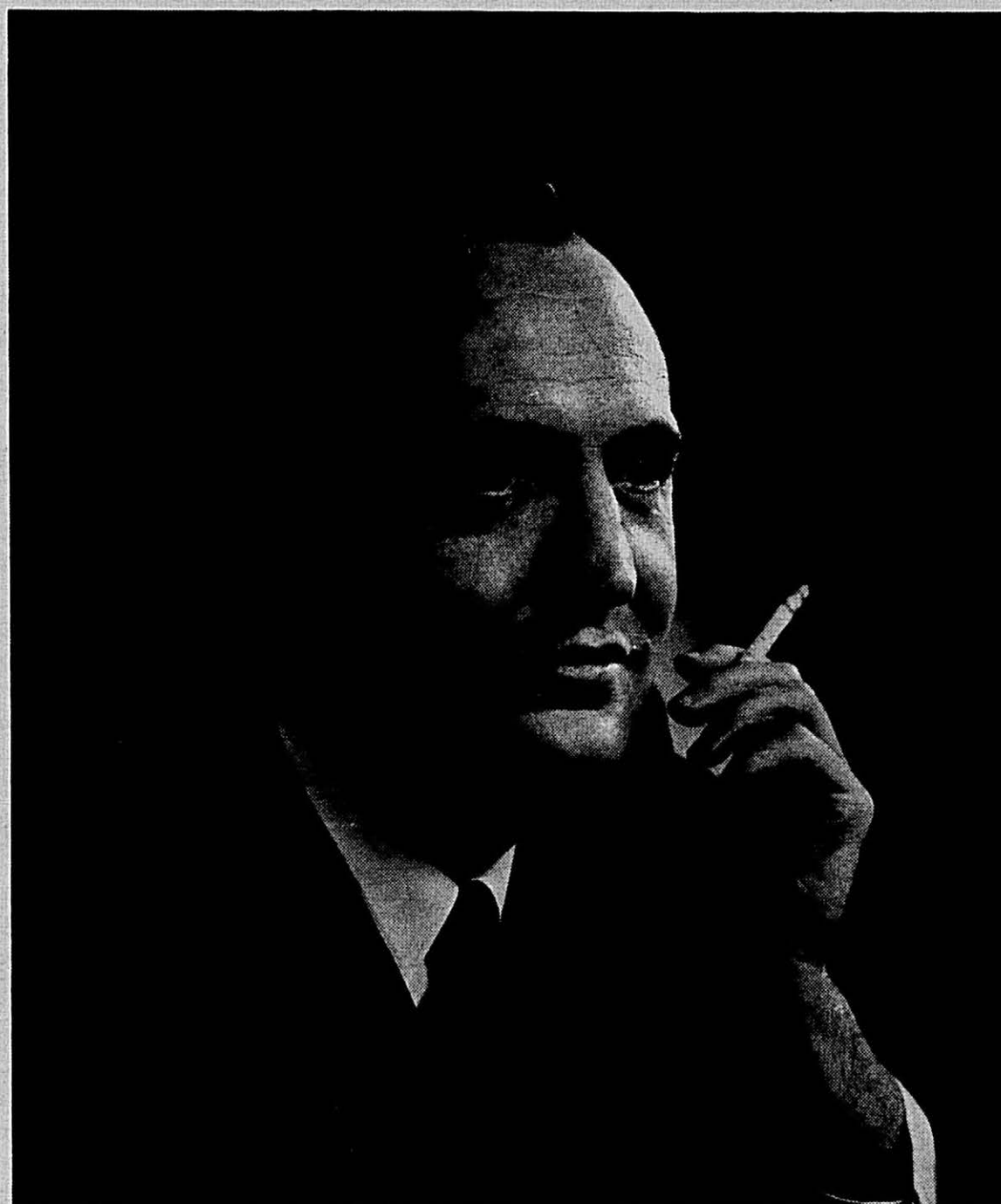
Stanley Gray and the Administration last night reached agreement on three men to form the arbitration committee on Gray's case.

The three men chosen are:

- André Morel, Faculty of Law, Université de Montréal,
- Noël Mailloux, Department of Psychology, Université de Montréal,
- Walter Tarnapolski, Faculty of Law, University of Windsor.

No date has yet been fixed for beginning arbitration. However, it will most probably be before the end of the current academic year, since two of the arbitrators must be away from Montréal at that time.

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Professor Raymond U. Lemieux, F.R.S., F.R.S.C.

The C.B. Purves Lectures in Chemistry

The first annual C. B. Purves Lectures in Chemistry were formally opened yesterday by Vice-Principal Winkler. Professor Raymond U. Lemieux, internationally recognized organic chemist, is presenting this year's series of lectures.

Professor Lemieux was born in Alberta in 1920, and conducted his doctoral studies in Professor Purves' laboratory at McGill. He is Professor of Chemistry at the University of Alberta, and also President and Director of Research of R. and L. Molecular Research Ltd., Edmonton. Most prominent among his research achievements are his contributions to the stereochemistry of reactions at the anomeric centre of sugar derivatives; conformational analysis; nuclear magnetic resonance spectroscopy; and the chemistry of antibiotic sugars.

Professor Lemieux is a Fellow of the Royal Society of London and of the Royal Society of Canada, a recipient of the Palladium Medal of the Chemical Institute of Canada, the C. S. Hudson Award of the American Chemical Society, and the Medal of Service of the Order of Canada.

Yesterday's topic was Conformational Analysis of Polar Compounds. Today at 4:30 he will speak on Solvation Effects of Conformational Equilibria, and tomorrow, at the same time, on Syntheses Related to the Kanamycin Group of Antibiotics. All lectures are in the C. B. Purves Lecture Theater in the Otto Maas Chemistry Building.

Social Problems and Professional Approaches: First Tri-partite Seminar

McGill's Faculty of Law and the School of Social Work have combined with the Social Service Department of the Allan Memorial Institute, and are conducting a unique seminar on Social Problems and Professional Approaches, at the Moot Court Room of the Faculty of Law. The seminar consisting of four meetings started 10 March, and will be held on each successive Monday ending 31 March.

This is first time eminent lawyers, psychiatrists and social workers have met together in one forum to discuss problems that engage their attention and the agencies associated with these groups and other professions. The subject discussed on 10 March was The Prisoner and the Patient.

the prisoner and the patient

Permanent Chairman, Alastair MacLeod, Medical Director, Mental Hygiene, welcomed the audience and thanked McGill for organizing the seminar. After introducing the guest speakers, he set the tone of the conference. MacLeod commented, "Changes in formal law take place slowly, while changes in informal law take place quickly. Two sets of rights keep continuously coming into contestation — those of the individual and those of society. To determine when these rights of the individual or society are being denied presents complex problems for lawyers, psychiatrists and social workers."

Professor Maxwell Cohen, Dean, Faculty of Law, welcoming the seminar to McGill's Law Faculty, said "Law provides certain disciplines which govern our society, and have complex inter-relationships with our social agencies."

"Canada is ahead of the USA with regard to social law reform in several areas," stated Barry Swadron, Director, Study Project on Mental Health Legislation, Province of Ontario. He continued, "As opposed to our neighbour, we believe more in due process of health than in due process of law. Our social laws are being updated and there is a vital need to reexamine our laws governing mentally retarded people, in order to give them better help in our society. There should be no universalism for incompetence. Merely because a person was in a mental hospital, does not mean the person is totally incompetent for all purposes of normal social activity. Each mentally retarded person and case must be examined on its own merit."

Dr. Richard Michaud, Assistant Superintendent Medicaire, Philippe Pinel Institute, talking on the human problems faced by criminals with a mental disorder said, "As people we cannot live within ourselves. We are a part of our environment, and society must understand and recognize this fact. Normal people to be happy require warmth, companionship, understanding and

sympathy; much more so criminals with a mental problem to prevent them from a complete breakdown, when they are on the verge of it. They should only be returned to society when they have been fully treated and cured. But quite often this is not the case, and that is why we have these criminals returning to prison having committed a more serious crime, shortly after their release."

"Speaking as a social worker, our problems with criminals suffering from mental disorders or mentally retarded persons are even more complex," stated Stephen Cumas, Director, John Howard Society. "Social workers have to work with humans, and there are several occasions when they are groping in the dark. Yet society condemns the criminal with a mental problem that he should know what he is doing. But unfortunately, society is quite often not in a position to direct and guide him as to what he should do, and in many instances will not accept him back in society. These are also some of the reasons why these criminals commit further crimes and are back in prison."

Next Monday's (17 March) subject is The Defaulting Debtor in a Credit Society; on 24 and 31 March the topics will be The Protestor and the Implications of Organized Protest, and Implications for Interprofessional Collaboration and for Professional Practice and Training, respectively.

ed meeting of the faculty association. Yet Mr. Gray is not being disciplined for his written indiscretions.

Some of the things Stanley Gray stands for are these: first, the eventual elimination of English-language instruction at McGill, and second, the abolition of management studies, and the use of the resources for training labour organizers. But again, Gray is not being fired for these ideas.

Mr. Gray's other literary activities have tried to focus the separatist sentiment of the French-speaking students against McGill University. This too is part of Gray's academic freedom and no reason for removal.

But there is a reason why the Administration of McGill wants to see Stanley Gray out of his very free academic environment: Gray, you see, insists on his right to be able to interfere with the freedom of others. He does not deny having taken part, as the only Faculty member, in three disruptions of various university bodies — hoots, catcalls, impossible to carry on.

Gray will have to go because everyone must have freedom of speech and peaceful assembly at McGill. University Principal Robertson offered to drop the proceedings if Gray assures him that he will not engage in any more disruption. Gray refused the offer.

The Administration has no choice. It must uphold the rights of university bodies to meet, to deliberate, and to decide things freely. Gray only concedes these rights to bodies that have been elected to his own satisfaction. So far, to my knowledge, he has not made public a list of campus bodies he approves.

Life with Stanley Gray has become impossible at McGill. In spite of this, the papers report some campus support for him. It is a fact that something like 2% of the student body is solidly behind Gray. If we penetrate the jungle of petitions, counter-petitions, and resolutions, it seems that Gray can count on about 2% of the faculty as his hard-core supporters. These folks have been very busy trying to create the impression that the campus is split on the Gray affair. These same people meet every day in one guise or another and pass resolutions praising their hero.

Don't underestimate Gray's followers. They are good. They seem to dominate the Students' Council, most of the student seats on the University Senate, and both of the major student newspapers. They have able to do this through elections with tiny turn-outs. Most students have no use for the radicals, but they just don't bother to vote. This is why Gray succeeds in projecting the image of being backed by the students.

The issue at McGill is not only one of campus politics. We are talking, above all, about freedom on the campus. That can only be preserved if everybody adheres to the ground rules. Stanley Gray refuses. For this reason, I think Stanley Gray will have to go.

Prof. A. Deutsch
Economics and
Political Science Department
on Viewpoint, CBC Channel 6, 4 March 1969
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McGill Should Be Bilingual - LaPierre, Goldberg

This was the position of Professors Laurier LaPierre and Louis Goldberg, speaking at a seminar organized by the Education Committee on the subject, The Role of the English Language University in Quebec, held at Leacock 219 on 11 March. The two professors held this opinion for different reasons. LaPierre felt that McGill cannot live in a ghetto. Goldberg felt that the critical issue was, who does the University serve? It would be difficult to relate to the people it is supposed to serve, if it did not speak the language of the majority and the working class.

The Education Committee is presenting a discussion program of five meetings, and speakers will include students, faculty, and representatives of political parties. Subjects include, Youth and Students in Revolt: Student Unrest in North American and Western European Universities; The Role of the English University in Quebec (three sessions); and Biological Sciences: The Relation of the Student to the Faculty to the Community (March 18), in the McIntyre Medical Building, Room 1345.

the role of the english-language university in quebec

The first speaker, David Orton (Lecturer, Sociology, Sir George Williams University), felt that the topic was false, and based on ignorance of reality. What should be discussed, in his opinion, was what is the main role of a university in a capitalist society? The university is an imperialist serving the ruling class. Therefore, whether it was conducted in English or French had little relevance. French-Canadian society is in a serious struggle to overthrow imperialism, and the job of the university is to help French Canadians to get rid of their chains. According to Stalin and Marxist studies, universities cannot be reformed, since they cater to the bourgeois and not the working class.

Professor Louis Goldberg (Assistant Professor, Department of Sociology and Anthropology), disagreed with Orton. Language is important because it helps to relate and understand concepts. People think race, culture, and language are important; and it is for these reasons that the French Canadian desires an independent Quebec, so that he can be completely at ease and comfortable in his own cultural environment. Therefore, it is very important in Canada for efforts to be made to bridge the gaps between people so that there is communication between French and English Canadians. Unfortunately, at present it is the French Canadian who can communicate with the English Canadian because French Canadians are bilingual, and have to be if they are to have employment and mobility; but the reverse is not so as the number of bilingual English Canadians is less than one in four.

"If Quebec becomes independent, you can kiss goodbye to McGill," Goldberg continued. "It is necessary at policy level for a decision to be taken to make McGill bilingual. All staff should become bilingual and summer courses in French should be given to staff. Professors should be in a position to teach and answer questions in French."

Director of the French Studies Programme, Laurier LaPierre, said "There is no such thing as majority or minority rights, only community rights. The university should produce civilized rational persons who should learn to think and be open-minded. The university should not just produce specialists, who become technocrats or professional elites, and this is the failing of our universities. The type of liberal education and discipline I am suggesting can be done in any language. Therefore, why should we think in terms of uni-ligualism?"

LaPierre continued, "Universities should create mobility for the entire student body. We must create in Montreal one umbrella and one structure for students to learn all there is to learn. We tend to refuse them dimension through open learning. We

should let students find their own level. Universities cannot teach awareness but only provide the tools and services to build awareness. It is the community's duty to build awareness, and in this respect universities are marginal in society. McGill is marginal in the community, but since it is located in a majority French-speaking community, it cannot live in a ghetto, and must be bilingual. This would add dimension to the university." LaPierre concluded, "The question we should be addressing ourselves to is, what have we got now and what do we do to get what we want?"

the weight: putting the load right on stan

Political Science lecturer Stanley Gray was hired by McGill in 1967 to fill in for a professor who went on a two-year leave. Last fall Gray's brilliant thesis was accepted by a major publisher. Though not everyone agrees just how good a teacher he is, the senior professors of political science recommended that he be appointed for one more year. Three weeks ago, McGill announced dismissal proceedings against Gray. What happened?

Gray is a Marxist. He is not being fired for that: other Marxists continue to teach at McGill.

Gray supported an eleven-day student strike and occupation against the professors in his own discipline. People outside the university may be surprised to learn that he is not removed for that, either. The other professor who openly supported the striking students continues to prosper at McGill.

In the course of that confrontation, Stanley Gray used his faculty status to attend confidential meetings of the professors and then quickly published what he heard in the student newspaper. He also wrote a very — well, imaginative — account of a clos-

FORUM

Invitation to a reception for peace

To the Editor:

Events at the recent Hemispheric Conference to End the War in Vietnam underlined the importance of a non-aligned peace movement, one neither pro-communist, nor pro-capitalist, but simply pro-peace, with all the implications that world peace would have for the human race.

One of the foremost non-aligned peace organizations is the International Confederation for Disarmament and Peace (ICDP) of London, and two of its officers are on a North American speaking tour. A reception will be held for them on Friday, 14 March, at 8:15 p.m. There will be opportunity to discuss the work of the ICDP and the prospects for peace. Further information may be obtained by calling the office of Our Generation magazine, 844-4076.

Incidentally, in connection with my interest in peace and even in connection with my position on the Stanley Gray case, I am constantly being admonished by my elders to the effect that they lived through World War II and I didn't; therefore I haven't experienced the results of "appeasement," lack of "firmness" etc. etc.

These people may wish to know that M. Claude Bourdet, one of the ICDP officers on tour, was a member of the French resistance during World War II and was imprisoned by the Germans in various concentration camps as a result.

Edward J. Farkas
Assistant Professor
Chemical Engineering

Hugh Nelson as a romantic fantasist

To the Editor:

The literary acumen of some members of the English Department continues to amaze me. Dr. Hugh Nelson's romantic fantasy published in the form of his letter to you (*The Reporter*, vol I, No. 21, 6 March 1969) must be singled out for praise. In the tradition of Walter Mitty, he heroically defies "the reign of terror on the campus" by launching an attack on "the power monopoly at McGill." Presumably he is now waiting stoically for tyrant Robertson's jack-booted, heavily-armed Barnes security guards to arrest him at dawn, torture him at noon, and shoot him at dusk. Surely Dr. Nelson could not possibly have been serious in his allegation. I lived six and a half years in Nazi Germany as a member of a persecuted minority, an experience presumably not shared by Dr. Nelson. It is, therefore, not unreasonable for me to consider myself well qualified to judge whether a reign of terror exists anywhere or not. There can be no question that there is none at McGill where freedom of speech not only prevails, but is even abused by the extremists. Indeed, the critics of the powers-that-be have, owing to the antics of the McGill Daily, enjoyed more than their fair share of publicity.

There is a type of romantic fantasy which relies on the use of irony, a device which can imply the opposite from what is explicitly stated. Apparently Dr. Nelson attempted to create a work of that type. Much evidence can be adduced to support this view. Both his invoking "the reign of terror on the campus" and his imputing to many members of Faculty the fear "of losing their jobs" may have been meant as ironic comments on Dr. Robertson's liberalism, tolerance,

and fair-mindedness. Did he not agree to Mr. Stanley Gray's promotion despite Mr. Gray's notorious hostility and outrageous agitation, a promotion for which Mr. Gray was not even particularly well qualified since he had not yet completed the work for the D. Phil. degree at Oxford?

Or perhaps these statements are to be taken as oblique references to Mr. Gray's disruptions and the McGill Daily's vitriolic campaign against many professors and administrators, a campaign which, together with the threat of student power, has, so I understand, indeed intimidated some timorous souls. Furthermore, Dr. Nelson's strictures on the "hysteria" allegedly prevailing among the moderate majority of the MAUT are surely intended to characterize the speeches delivered at the MAUT meeting by professors Sam Noumoff, Laurier LaPierre, and Louis C. Goldberg; for their oratory could, so I hear, hardly by any standards be called restrained and balanced. Dr. Nelson's charge that the McGill authorities' use of "the weary rhetoric of university autonomy and scholarly values" is, of course, yet another thinly disguised polemic, this time directed against the boredom produced by the tedious, repetitive distortions and faulty logic of the campus militants. Finally, his onslaught against the supposed "power monopoly at McGill" is most probably meant to emphasize the support by the overwhelming majority of the Faculty for the Principal's stand against Mr. Gray's disruptions.

These examples will, I trust, suffice to establish the contention that Dr. Nelson attempted to write romantic fantasy. As a teacher of English language and literature Dr. Nelson bears the specific responsibility to use words carefully. He could therefore not possibly have stooped to their misuse which a literal interpretation of his letter would entail.

At the risk of curtailing Dr. Nelson's fantasies it is, in conclusion, only fair to assure him that I at least have no reason whatsoever to be "afraid of losing my job at McGill." For, in many ways to my regret, I am contractually bound to return to England at the end of this session. Not even Dr. Nelson's fertile imagination is likely to make him believe that the power of Dr. Robertson (whose integrity, courtesy, and patience I respect and admire) extends to the other side of the Atlantic. But in this respect I may be doing Dr. Nelson less than justice, which I should regret; for I wished to congratulate him on the scope of his creative fancy.

Hans Reiss
Visiting Professor of German

McGill is target of...

To the Editor:

It seems that at the end of March, McGill will be the stage for the first of a series of demonstrations marked by "important events," the object of which will be to impress the fact that the French-Canadian population is "in spite of its destitution, forced to subsidize an exclusively anglophone university."

Apparently the demonstration will be preceded by a "psychological campaign" already started with the labels to be seen everywhere (a target with one word: McGill).

McGill will not be the only English institution to undergo "francisation": Sir George and Loyola will follow — but McGill will be first because it is a "symbol". The demonstration is organized by mem-

bers of various political movements and by students of both CEGEPs and universities (McGill included).

While we feel that McGill, far from assuming a significant social role in this province, has catered to an elitist minority, it is impossible for us to believe that a series of these kinds of demonstrations will rectify the situation. In our belief, the consequences will only be detrimental to all of Quebec society. Any anti-French Canadian sentiment presently existing at McGill will be strengthened; any constructive efforts to integrate McGill into the Québec community will be annihilated by such action. A Gallup poll taken in October 1968 showed that only 11% of the Québec population was in favor of separatism. Would such action upon McGill be representative of the sentiments of all French Canadians?

In view of the concern of certain elements of this university over McGill's position in Quebec and the moves made toward improvement, one is left to wonder whether the McGill participants in this plan are not advocates of action for its own sake. Could the "important events" mentioned in the La Presse article bear any resemblance to those witnessed in the past few weeks?

We, as French Canadians, feel that there are roads to the fulfilment of French Canada other than the abolition of English institutions.

Marguerite Bourgeois
Jayne Hodder
Guy Lamoureux
McGill Students

P.S.: A conversation with Mark Starowicz revealed that he doubted the validity of this article; we then contacted Rose-Anne Giroux, the author of the article, who confirmed our belief that, contrary to the McGill Daily, La Presse would not print unfounded material. Unfortunately she could not reveal her sources, being bound by journalistic discretion.



...the La Presse article:

"A detonator is being prepared for McGill" by Rose-Anne Giroux

CEGEP and university students, as well as several radical elements, have embarked on a campaign to make McGill the scene, at the end of March, of a vast demonstration with the purpose of claiming the "francisation" of this bastion of English-language teaching.

If the contestants achieve their objectives, this demonstration for "McGill en Français" would serve as a detonator for a new and wide wave of contention accentuated by several "important events."

According to our source of information, this demonstration, which could very well take place on the evening of March 28, is to be preceded by a certain type of intense psychological campaign carried out by means of stickers, tracts, and newspapers. And, according to our source of information, this campaign has already started: just look at the stickers (a target and a name: McGill) on the posts, walls, etc., all around the city.

In the minds of the contestants, this demonstration would be the answer to a vital need of the Quebec population (strictly French Canadians) which, "in spite of its own destitution, is forced to subsidize a University of an exclusively English nature."

Still according to our source of information, McGill University is not the only English-language institution which would be forced to "frenchify": "McGill comes first, because of what it symbolizes, but Loyola College and Sir George Williams University will also have their turn."

In order to achieve this "francisation" of McGill, the contestants intend to request, amongst other things, that the percentage of French-Canadian students be increased by 35% for the first year; that fees be lowered to the level of those of Université de Montréal, i.e. decreased by about \$200; that its already existing French-language library be open to all francophones.

They want to see the French Canada Studies Programme abolished. According to them, this Programme, directed by Prof. Laurier LaPierre, has the task of studying "natives."

These are but a few examples. What the militants really want is a complete francisation. The whole concept of the demonstration has been developed over the past weeks during formal or informal meetings. It is to be carried out with the help of several political and confrontation movements, but most of all, by CEGEP and university students (including McGill students). But at McGill, according to our sources, participation will be somewhat limited, the main reason being that the date chosen for the demonstration is very close to exam time.

The most active among the contestants hope students will launch a new wave of confrontation, as soon as that detonator, that is, the McGill demonstration, has been set off. For some time now McGill University has been the scene of much disturbance, caused by the dismissal of Prof. Stan Gray, Political Science Lecturer, who is accused by the Administration of having hindered the University's normal operating.

Administration fails majority of students

To the Editor:

Before coming to the core of the issue I would like to discuss, let me give credit where credit is really due. I would like to extend my sincere thanks to every member of the McGill Reporter staff for reviving the spirit of journalism, and doing a marvellous job at printing articles which have been of interest and relevance to every member of the McGill community.

With reference to the recent disturbances on our campus, e.g. disruption of the McGill Board of Governors' and Senate meetings, the peculiar behaviour of some students and faculty members, etc., I can only say that I am sincerely disappointed at the way the university administration is handling the matter. With all due respect I feel this administration has failed the majority of students on this campus (99.5%); and I am sure that a lot of students feel the same way I do, certainly more than the odd 150 or so students who are causing all this trouble.

Let us not forget the primary reason why a student comes to university in the first place. So a student does not like the type of education he is getting at McGill? Are we not lucky to be Canadians, and have so many universities at our disposal to try out? But in the name of reason let us not have 150 students (and a couple of lecturers) disturb and irritate the existence of 14,850 other students. Another amazing fact is that if we do not like this society, or the education given at McGill geared toward this society, we are even free to leave the country and try our luck elsewhere. Stunning news!! I bet a lot of those 150 or so students never even thought about this as a solution; but then, I do not blame them, their education at McGill is not geared towards making them think.

P. Naggiair
B. Eng. V (Civil)

McGill buys strathcona hall

Strathcona Hall, the Italian Renaissance-type building on the southeast corner of Sherbrooke Street and McGill College Avenue, has been bought by McGill to serve as administrative headquarters for the Centre for Continuing Education. It will also temporarily house the Marine Sciences Centre.

The building was opened in October 1905 as home of the McGill branch of the YM-CA, and was named after Sir Donald Smith (known to many Canadians through the history-text picture of him driving the last spike in the CPR). Smith subscribed \$25,000 of the building's original \$95,000 cost.

The first Baron of Strathcona and Mount Royal was, as well as a CPR financier, president of the Bank of Montreal, a governor of the Hudson's Bay Company, and from 1889-1913 the third chancellor of McGill. The old medical building is named after him, and he founded Royal Victoria College.

After interior remodeling, Strathcona Hall initially will provide about 9,000 square feet of space on two floors for the Centre for Continuing Education, with approximately another two floors given to the Marine Sciences Centre. Some office space available in the five-storey building is as yet unassigned.

Marine Sciences is due to move in about May 15, and Continuing Education shortly after. According to the Office of Research for Planning and Development, it has not been decided what will become of space left when Marine Sciences moves into its quarters in the new Physics building (for which a starting date has not been set).

Dr. Edward Webster, director of Continuing Education, notes that in 20 years the former extension department has grown from less than 3,000 students in 72 courses to 14,000 in 300 courses, with 40% of these working toward diplomas and certificates.

During World War II Strathcona Hall was used by McGill to house teachers forced out of Macdonald College when it was taken over by the Canadian Women's Army Corps.

Later it served as residence for some 75 women students, largely veterans, who were taking courses at McGill. In 1947, it was sold by the Student Christian Movement to a private purchaser who re-sold it to the federal government. It was purchased from the Crown Assets Disposal Corporation.

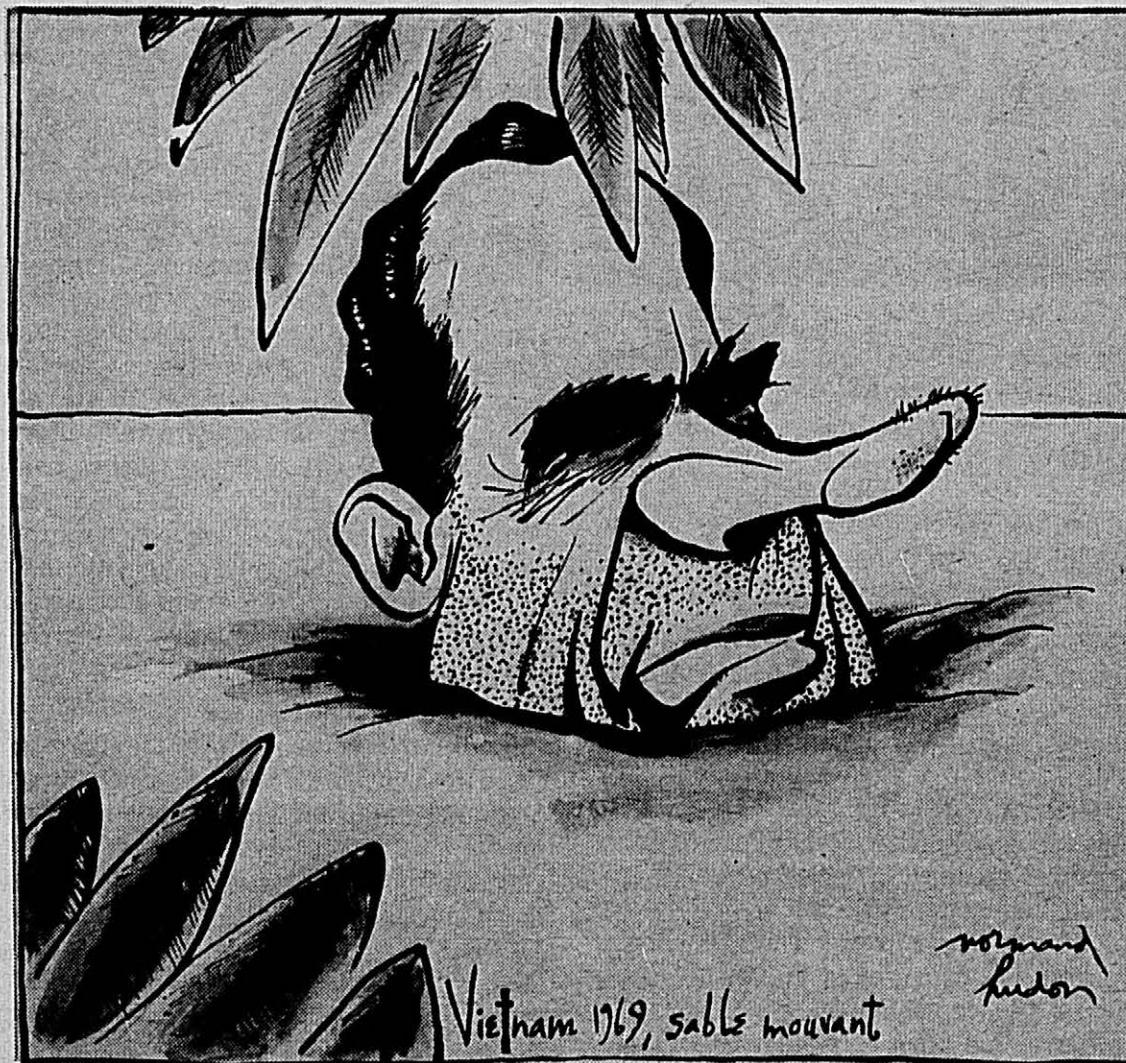


reporter

EDITOR: HARRY E. THOMAS
PRODUCTION: HELEN MURPHY
PHOTOGRAPHY: CHRIS PAYNE
(UNLESS OTHERWISE CREDITED)

Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash. Published weekly by the Information Office of McGill University, 805 Sherbrooke Street West, Montreal 110, Quebec, and distributed free of charge to faculty students, staff and friends of the University

INFORMATION OFFICE:
Albert A. Tunis, Director; H.E. Thomas, Suzanne Côté, Margot Clark, Stuart Gilman, Gordon Thomson (Macdonald College), Robert Reid, Einar Vinje, and Chris Payne



This week the department of Architecture is sponsoring an exhibit of political cartoons and paintings done by celebrated caricaturist Normand Hudon. Mr. Hudon, author of nine books of caricature, and veteran of the Duplessis era, is currently attacking everything from Nixon to the condition of the Canadian poor. The exhibit continues until Monday, March 17, on the ground floor Architecture department in the McConnell Engineering Building.

Senate (Continued from Page 1)

cational problems facing these institutions and this would be in order.

Professor Frankel recommended the following motion, which was moved by Vice-Principal Oliver and seconded by Mr. Hyman:

"Senate shares many of the concerns expressed in the Student Council's brief of October 16, 1968, about the difficulties and uncertainties being experienced by CEGEP students, e.g. on questions such as polyvalence, curriculum flexibility, compulsory attendance, premature specialization, and an effective student voice in formulating policies. Senate expresses the hope that both the Government and the Direction of CEGEP's institutions will provide means and develop modalities that will enable CEGEPs to function in accordance with the Parent report."

Mr. Hyman felt that the 90% rule of compulsory attendance should definitely be rescinded as it was a retrograde measure, and restricted students unnecessarily. It was also being used to expel students in a discriminatory manner. He, therefore, moved an amendment, which was seconded by Mr. Foster, which read:

"And Senate specifically expresses its belief that the present 90% class attendance rule is harmful and should be rescinded."

The amendment was carried by 18 votes to 10. The motion of Vice-Principal Oliver was then put to the vote and was carried with only three Senators dissenting.

Motion 5 presented by Mr. Hajaly and seconded by Mr. Hyman read as follows:

"Instructs the Principal to communicate the above to the Minister of Education, and instructs its representatives on all committees of the Department of Education and Superior Council of Education, such as the Comité Mixte and the University Council, to support the above policies where appropriate."

Principal Robertson reminded the Senators that it has not been the policy of the Senate to instruct its nominees to take action of this nature. Vice-Principal Oliver felt that the resolutions should be sent to

the appropriate section of the Department of Education. An amended resolution was presented by Mr. Hajaly and seconded by Mr. Professor Woodsworth, which read:

"Requests the Principal to communicate the above to the Ministry of Education, and requests its representatives on all committees of the Department of Education, such as the Comité Mixte, to support the above policies where appropriate."

The resolution was carried almost unanimously with only one Senator dissenting.

Motion 6 presented by Mr. Hajaly and seconded by Mr. Hyman read:

"Establishes a committee to study the feasibility of implementing a trimester or other system at McGill in order to make the best use of existing educational facilities."

After a brief discussion, a counter motion was introduced by Mr. Grey, which read:

"Reaffirms its belief in the right of Quebec residents to a full education in either of the two main languages and in the duty of Quebec educators to provide all the opportunity to learn thoroughly the other language and appreciate the other culture."

A considerable discussion took place on language rights, the use of the two official languages, the language of the medium of instruction, the Official Languages Act which is under study in the Quebec Assembly, and the attitudes of European immigrants of non-French descent.

Professor Malloch then introduced a preamble to the motion presented by Mr. Grey, and this was seconded by Professor Numoff, which was as follows:

"While accepting as natural and just that French should be the langue prédominante in Québec, ..."

The preamble was tabled and a vote taken. The preamble was carried by 18 to 6 votes. Further discussion on the motion and the preamble was suspended for want of a quorum; and discussion will be resumed at the next Senate meeting dealing with Quebec Education.

exams examined

Do examinations inhibit educational growth? Is the awarding of grades a carry-over from a period of educational history that is better forgotten?

Questions such as these are being discussed by staff and students with increasing frequency. In fact, the problem was recently raised in Senate with the result that the Committee of Educational Procedures, a Subcommittee of the Academic Policy Committee, has been charged with the responsibility of conducting an in-depth study of examinations and grading.

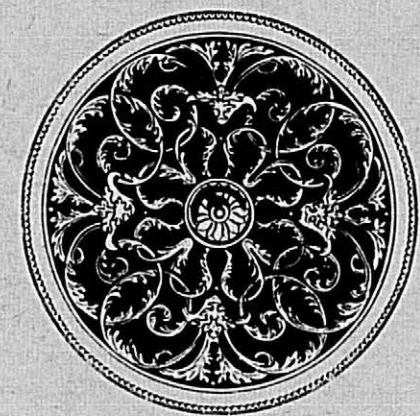
The composition of our student body and our instructional staff has changed drastically over the past decade. This new breed of student and staff frequently expresses gross contempt for much of the curriculum and the emphasis which is placed on grades. For many of these people the scramble for marks appears to be a perversion of the purpose of education.

For some of the more vocal members of the new breed, the answer to this educational ill is to dispense with grades and alter the evaluation process in some as yet undefined way. The traditionalist tends to view with alarm any departure from the "tried and true." Is it possible that there may be more effective ways of guaranteeing quality, and measuring mastery in university education than by using the old procedures?

Dr. Benjamin Bloom, of the University of Chicago, has devoted a significant part of his extremely productive career to a study of course objectives, their definition, and the measures applied to mastery. He will be the principal speaker at the Symposium on Evaluation, to be held on Saturday, 15 March, from 9:30 a.m. to 4:30 p.m. in Room 112 of the Leacock Building.

Participating with him will be Dr. J. Gutelius of the Faculty of Medicine, and Dr. J. O. Ramsey of our Psychology Department. Both of these men have given considerable thought to the problems of evaluation.

The Symposium is being planned in such a way that maximum opportunity will be provided for questions and discussion.



400 CEGEP grads apply

McGill has received over 400 applications for admission from students who will graduate from French-language CEGEPs this spring. The deadline for applications is March 16.

The University's Admissions office has conducted a programme to inform students in the French-language CEGEPs about the academic offerings of the University and the conditions of admission.

The office distributed 1500 French-language notices to CEGEPs and classical colleges and 10 of these were visited by a representative of the Admissions Office for the purpose of interviewing interested students. In addition, groups of students and teachers were received at McGill from these and other institutions.

The Students' Society of McGill University also drew attention to the University by distributing a poster to all CEGEPs in the province.